

# Linking *The Real Game* to Standards

**Hawaii**

**Career and Life Skills**

# **Project completed for the Hawaii Career Resource Network**

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**For more information, contact:  
Carolyn Weygan-Hildebrand  
Hawaii Career Resource Network  
Workforce Development Council  
830 Punchbowl Street, #417  
Honolulu, HI 96813  
Phone 808-586-9167  
Fax 808-586-8670  
[carolyn.w.hildebrand@hawaii.gov](mailto:carolyn.w.hildebrand@hawaii.gov)**

**Author:  
Ethel S. Keeley  
Keeley Consulting Inc.  
7710 Greenbrier Circle  
Port St. Lucie, FL 34986-3301  
(772) 461-4164  
[ethelskeeley@earthlink.net](mailto:ethelskeeley@earthlink.net)**

## *The Real Game*

### **Unit One: Making a Living**

#### **Session One: The Spin Game**

##### **Summary:**

Students complete a survey that measures their base line understanding of the world of work and career development. They are introduced to *The Real Game* program, learn about The High Five Principles, and play the first round of The Spin Game.

##### **Learning Objectives:**

1. Students will be able to identify The High Five principles.
2. Students will be able to use terminology and apply fundamental concepts related to the world of work and the career-planning process.
3. Students will be able to recognize the links between their school subjects and the world of work.
4. Students will be able to use the following vocabulary words:  
access                      allies  
principles

##### **Activities:**

1. Complete the What I Know About the World of Work survey.
2. Discuss The High Five principles.
3. Play The Spin Game.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 5:**

PERSONAL QUALITIES: Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7**

**Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8**

**Performance Indicator:**

Takes responsibility for own actions and their consequences;

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7**

**Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7**

**Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8**

**Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity:  
demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

## *The Real Game*

### **Unit One: Making a Living**

#### **Session Two: The Dream**

##### **Summary:**

Students explore and express their dreams by choosing lifestyle items (houses, vehicles, and leisure equipment) they wish to have and various activities they wish to pursue in their adult lives.

##### **Learning Objectives:**

1. Students will be able to recognize and discuss the necessities of the independent worker.
2. Students will be able to identify their dream housing, transportation, and miscellaneous other items and activities.
3. Students will be able to apply decision-making skills.
4. Students will be able to use the following vocabulary words:  
leisure                      lifestyle  
volunteer

##### **Activities:**

1. Choose housing, transportation, and miscellaneous other items and activities.
2. Store Wish Lists in the Student Kits.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

##### **Benchmark 2:**

**SELF-AWARENESS:** Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Standard 3: SKILLS FOR LIFE AND WORK—** Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

**Benchmark 1:**

**THINKING AND REASONING:** Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Benchmark 5:**

**PERSONAL QUALITIES:** Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7**

**Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8**

**Performance Indicator:**

Makes moral and ethical choices:  
takes responsibility for own actions and their consequences;

**Benchmark 8:**

**INTERPERSONAL SKILLS:** Work effectively with the opposite gender and different ethnic groups.

**Grade 7**

**Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.



## *The Real Game*

### **Unit One: Making a Living**

#### **Session Three: What's My Line?**

##### **Summary:**

Students are introduced to the occupational roles they will assume and explore during the program.

##### **Learning Objectives:**

1. Students will be able to demonstrate their knowledge of the foundational concepts: job, occupation, career.
2. Students will be able to examine the differences among occupations.
3. Students will be able to use the following vocabulary words:  
gross income                      transferable skills

##### **Activities:**

1. Learn the terms job, occupation, and career.
2. Receive a Job Profile.
3. Review the information on the Job Profile.
4. Complete A Day in the Life worksheet.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Researches a career area of interest:  
gathers basic information about salary, educational and skill requirements, and the work environment; and describes potential for advancement beyond entry level.

**Benchmark 3:**

CAREER EXPLORATION: Research selected career areas to locate, understand, and use career information, such as salary, educational and skill requirements, growth potential, and workplace environment

**Grade 7**

**Performance Indicator:**

Demonstrates skills in using school and community resources to learn about occupational groups.

**Grade 8**

**Performance Indicator:**

Explains how people apply the concept of lifelong learning to work.

**Benchmark 4:**

CAREER EXPLORATION: Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?).

**Grade 7**

**Performance Indicator:**

Describes how continued learning enhances the ability to achieve career/work goals.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

## ***The Real Game***

### **Unit One: Making a Living**

#### **Session Four: Our Town**

##### **Summary:**

Students begin to complete their Activity Posters, transferring information from their Job Profiles. Students name their streets, and they decide on a town name.

##### **Learning Objectives:**

1. Students will be able to practice charting techniques.
2. Students will be able to practice decision-making skills.
3. Students will be able to describe how communities in general are formed.

##### **Activities:**

1. Transfer the information from the Job Profiles to the Activity Posters.
2. Chart the gross monthly income.
3. Discuss the components of a community.
4. Name the street, create a street sign, and attach the signs to the walls.
5. Name the town.
6. Create a town sign and post it on the classroom door.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

##### **Benchmark 2:**

**SELF-AWARENESS:** Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Standard 3: SKILLS FOR LIFE AND WORK—** Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

**Benchmark 1:**

**THINKING AND REASONING:** Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 8:**

**INTERPERSONAL SKILLS:** Work effectively with the opposite gender and different ethnic groups.

**Grade 7**

**Performance Indicator:**

Evaluates how personal-social values affect one’s personality and relationship with others.

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 9:**

**MANAGING INFORMATION:** Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8****Performance Indicator:**

Determines whether information from various sources is reliable; checks accuracy; identifies people or organizations behind the information (business, government, research group, news agency, etc.); examines the point of view of the author(s); and looks for the same information in other sources.

**Benchmark 10:**

**MANAGING INFORMATION:** Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

**LEADERSHIP AND MANAGEMENT:** Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7****Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8****Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity

**Benchmark 4:**

STRUCTURE OF ORGANIZATIONS: Analyze the relationship between organizational pressures and human values.

**Grade 7****Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8****Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

## *The Real Game*

### **Unit One: Making a Living**

#### **Session Five: Who Am I? Who Are You?**

##### **Summary:**

Students design business cards for themselves and then mingle with their classmates, sharing information about themselves and comparing their new jobs.

##### **Learning Objectives:**

1. Students will be able to use creativity and technology.
2. Students will be able to examine the differences between jobs and work styles.
3. Students will be able to recognize that there are a variety of jobs and work styles.
4. Students will be able to establish the relationship between education and occupation, income and occupation, and leisure time and occupation.

##### **Activities:**

1. Create business cards.
2. Complete the Who Am I? Who Are You? Worksheet.

## **Hawaii Career and Life Skills Standards**

**Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.**

##### **Benchmark 3:**

USE OF TECHNOLOGY: Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

##### **Grade 7**

##### **Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.



Uses a computer and calculator in various applications.

**Grade 8**

**Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

SELF-AWARENESS: Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7**

**Performance Indicator:**

Evaluates information and assesses validity.

**Benchmark 4:**

PERSONAL QUALITIES: Use self-assessment to improve and strengthen work-in-progress; select samples of own work that meet identified criteria.

**Grade 7**

**Performance Indicator:**

Describes improvements needed in personal study and work habits, applies self in improvement activities, and assesses progress.

Uses a rubric to evaluate the quality of own work.

**Grade 8**

**Performance Indicator:**

Differentiates between rules of conduct and responsibility to self and others.

**Benchmark 5:**

**PERSONAL QUALITIES:** Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7****Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8****Performance Indicator:**

Makes moral and ethical choices;  
takes responsibility for own actions and their consequences;

**Benchmark 8:**

**INTERPERSONAL SKILLS:** Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

**Benchmark 9:**

**MANAGING INFORMATION:** Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8****Performance Indicator:**

Determines whether information from various sources is reliable;  
checks accuracy;

**Benchmark 10:**

**MANAGING INFORMATION:** Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

**LEADERSHIP AND MANAGEMENT:** Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7****Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8****Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: demonstrates awareness and respect for contributions of members of groups unlike oneself;



## ***The Real Game***

### **Unit Two: Quality of Life**

#### **Session One: After Work**

##### **Summary:**

Students discover how they spend the hours in a typical week and make choices about leisure time activities.

##### **Learning Objectives:**

1. Students will be able to demonstrate their knowledge of the relationship between a variety of occupations and the amount of leisure time in the occupation.
2. Students will be able to examine the truth behind the adage “There’s more to life than money.”
3. Students will be able to compare the use of leisure time for enjoyment and for personal/career development.
4. Students will be able to apply decision-making skills.
5. Students will be able to apply math skills.

##### **Activities:**

1. Complete the Where Does All the Time Go? Worksheet.
2. Complete the So Much to Do worksheet.
3. Complete the Time for Me! Worksheet and the cost of the leisure activities.
4. Visit the other streets to compare and discuss the leisure time choices.

## **Hawaii Career and Life Skills Standards**

**Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.**

##### **Benchmark 3:**

**USE OF TECHNOLOGY:** Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

**Grade 7****Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.

Uses a computer and calculator in various applications.

**Grade 8****Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

SELF-AWARENESS: Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Researches a career area of interest:  
gathers basic information about salary, educational and skill requirements, and the work environment; and describes potential for advancement beyond entry level.

**Benchmark 4:**

CAREER EXPLORATION: Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?).

**Grade 7****Performance Indicator:**

Describes how continued learning enhances the ability to achieve career/work goals.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings



**Grade 7****Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Benchmark 5:**

PERSONAL QUALITIES: Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7****Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8****Performance Indicator:**

Makes moral and ethical choices:

takes responsibility for own actions and their consequences;

describes consequences of immoral and unethical courses of action.

**Benchmark 6:**

PERSONAL QUALITIES: Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action.

**Grade 7****Performance Indicator:**

Evaluates possible actions to determine whether or not they are ethical or moral, and selects appropriate actions.

**Grade 8****Performance Indicator:**

Gathers data to document personal resources:

analyzes resources in relation to personal objectives; forecasts additional resource needs; and prepares plans to reach objectives including budget, use of time,

materials, and natural resources.

Implements a resource management plan:

checks progress toward objectives; makes adjustments as needed; and evaluates the plan's effectiveness by comparing uses of resources and achievement of objectives.

**Benchmark 7:**

MANAGING RESOURCES: Prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

**Grade 7****Performance Indicator:**

Demonstrates responsibility in a group project by:  
preparing budgets, making forecasts, keeping records, and making adjustment to meet objectives

**Grade 8****Performance Indicator:**

Works effectively with people unlike oneself;  
accepts differences among people as beneficial to the group;  
demonstrates tolerance of ideas; compromises for the good of all;  
displays skill of interrupting appropriately; listens and responds to ideas of others without judgment based on their differences; and recognizes and avoids stereotyping.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 4:**

**STRUCTURE OF ORGANIZATIONS:** Analyze the relationship between organizational pressures and human values.

**Grade 7**

**Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8**

**Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7**

**Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8**

**Performance Indicator:**

Shows basic understanding of the concept of diversity; analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

**Benchmark 2:**

Analyze the principles of human growth and development across the life span.

**Grade 7****Performance Indicator:**

Describes the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Describes the unique characteristics of major stages of growth and development (e.g., infancy, pre-adolescence, adolescence, adulthood, old age).

**Grade 8****Performance Indicator:**

Compares and contrasts own and others' growth and development to identify patterns and range of time over which some changes occur.

Makes generalizations about major patterns of human growth and development over a lifetime.

## ***The Real Game***

### **Unit Two: Quality of Life**

#### **Session Two: Reality Check**

##### **Summary:**

Students explore the relationship between their Wish List choices and the incomes from their assigned jobs. They learn to balance a budget and discover the effects of chance occurrences.

##### **Learning Objectives:**

1. Students will be able to apply math skills to a real life situation.
2. Students will be able to utilize the concepts of a budget.
3. Students will be able to experience the consequences of earlier decisions.
4. Students will be able to prioritize their values in relation to their income.
5. Students will be able to explore the interrelated nature of occupation and income.
6. Students will be able to explain the why parents or guardians cannot always afford to give their children everything they want.
7. Students will be able to apply decision-making skills.
8. Students will be able to demonstrate their ability to apply math skills.
9. Students will be able to define the following key words:  
    budget           deductions  
    net income

##### **Activities:**

1. Complete the Expenses Worksheet.
2. Complete the Monthly Budget worksheet, ensuring that everything balances.
3. Draw a Chance Card, and adjust budget if needed.

## **Hawaii Career and Life Skills Standards**

**Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.**

**Benchmark 3:**

**USE OF TECHNOLOGY:** Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

**Grade 7****Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.

Uses a computer and calculator in various applications.

**Grade 8****Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

**SELF-AWARENESS:** Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7****Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Grade 8****Performance Indicator:**

Selects evidence that:  
justifies the accuracy of self-assessment and uses self-assessment results to  
identify areas for improvement

**Benchmark 4:**

PERSONAL QUALITIES: Use self-assessment to improve and strengthen work-in-progress; select samples of own work that meet identified criteria.

**Grade 7****Performance Indicator:**

Describes improvements needed in personal study and work habits, applies self in improvement activities, and assesses progress.

Uses a rubric to evaluate the quality of own work.

**Grade 8****Performance Indicator:**

Differentiates between rules of conduct and responsibility to self and others.

**Benchmark 5:**

PERSONAL QUALITIES: Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7****Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8****Performance Indicator:**

Makes moral and ethical choices:  
takes responsibility for own actions and their consequences;

**Benchmark 6:**

PERSONAL QUALITIES: Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action.

**Grade 7****Performance Indicator:**

Evaluates possible actions to determine whether or not they are ethical or moral,  
and selects appropriate actions.



**Grade 8****Performance Indicator:**

Gathers data to document personal resources;  
analyzes resources in relation to personal objectives; forecasts additional resource needs; and prepares plans to reach objectives including budget, use of time, materials, and natural resources.

Implements a resource management plan;  
checks progress toward objectives; makes adjustments as needed; and evaluates the plan's effectiveness by comparing uses of resources and achievement of objectives.

**Benchmark 7:**

MANAGING RESOURCES: Prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

**Grade 7****Performance Indicator:**

Demonstrates responsibility in a group project by:  
preparing budgets, making forecasts, keeping records, and making adjustment to meet objectives

**Grade 8****Performance Indicator:**

Works effectively with people unlike oneself;  
accepts differences among people as beneficial to the group;  
demonstrates tolerance of ideas; compromises for the good of all;  
displays skill of interrupting appropriately; listens and responds to ideas of others without judgment based on their differences; and recognizes and avoids stereotyping.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Evaluates how personal-social values affect one's personality and relationship with others.

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 9:**

**MANAGING INFORMATION:** Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8****Performance Indicator:**

Determines whether information from various sources is reliable; checks accuracy; identifies people or organizations behind the information (business, government, research group, news agency, etc.); examines the point of view of the author(s); and looks for the same information in other sources.

**Benchmark 10:**

**MANAGING INFORMATION:** Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

## *The Real Game*

### **Unit Two: Quality of Life**

#### **Session Three: The Financial Picture**

##### **Summary:**

Students externalize their budgetary choices by charting them and attaching affordable Wish List choices on the Activity Posters. They create “Dream Clouds” of items they would like, but cannot afford, and visit each others’ Activity Posters to see how their classmates have handled their budget issues.

##### **Learning Objectives:**

1. Students will be able to apply teamwork and decision-making skills.
2. Students will be able to practice charting techniques.
3. Students will be able to experience the variety of ways in which money can be spent.

##### **Activities:**

1. Chart the budget items on the Activity Poster.
2. Cut out the budget items that have been purchased, and attach them to the Activity Poster.
3. Attach items from the Wish List, that could not fit into the budget, onto the dream cloud.
4. Visit other streets to compare the purchases of the other students.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Researches a career area of interest:  
gathers basic information about salary, educational and skill requirements, and the work environment;

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7****Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Grade 8****Performance Indicator:**

Selects evidence that:

justifies the accuracy of self-assessment and uses self-assessment results to identify areas for improvement

**Benchmark 4:**

PERSONAL QUALITIES: Use self-assessment to improve and strengthen work-in-progress; select samples of own work that meet identified criteria.

**Grade 7****Performance Indicator:**

Uses a rubric to evaluate the quality of own work.

**Grade 8****Performance Indicator:**

Differentiates between rules of conduct and responsibility to self and others.

**Benchmark 6:**

PERSONAL QUALITIES: Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action.

**Grade 7****Performance Indicator:**

Evaluates possible actions to determine whether or not they are ethical or moral, and selects appropriate actions.

**Grade 8****Performance Indicator:**

Gathers data to document personal resources:

analyzes resources in relation to personal objectives; forecasts additional resource needs; and prepares plans to reach objectives including budget, use of time, materials, and natural resources.

Implements a resource management plan: checks progress toward objectives; makes adjustments as needed; and evaluates the plan's effectiveness by comparing uses of resources and achievement of objectives.

**Benchmark 7:**

MANAGING RESOURCES: Prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

**Grade 7**

**Performance Indicator:**

Demonstrates responsibility in a group project by: preparing budgets, making forecasts, keeping records, and making adjustment to meet objectives

**Grade 8**

**Performance Indicator:**

Works effectively with people unlike oneself: accepts differences among people as beneficial to the group; demonstrates tolerance of ideas; compromises for the good of all; displays skill of interrupting appropriately; listens and responds to ideas of others without judgment based on their differences; and recognizes and avoids stereotyping.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7**

**Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.



## *The Real Game*

### **Unit Two: Quality of Life**

#### **Session Four: Getting Away**

##### **Summary:**

As a group, students plan, budget, and prepare for a vacation.

##### **Learning Objectives:**

1. Students will be able to demonstrate their knowledge of teamwork, decision-making, budget, time management, and problem-solving skills.
2. Students will be able to develop the communication skills of listening and negotiating.
3. Students will be able to use research skills.
4. Students will be able to explore the culture and geography of their own and/or other countries.
5. Students will be able to understand the importance of saving money for future activities.

##### **Activities:**

1. Decide upon a vacation destination as a group.
2. Complete the Vacation portfolio.
3. Create posters, postcards, brochures, travel maps, vacation diaries, videos, or other materials to illustrate the vacation.
4. Report orally on the chosen vacation.

## **Hawaii Career and Life Skills Standards**

**Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.**

##### **Benchmark 3:**

**USE OF TECHNOLOGY:** Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

**Grade 7****Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.

Uses a computer and calculator in various applications.

**Grade 8****Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

SELF-AWARENESS: Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7****Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Grade 8****Performance Indicator:**

Selects evidence that:  
justifies the accuracy of self-assessment and uses self-assessment results to identify areas for improvement

**Benchmark 4:**

PERSONAL QUALITIES: Use self-assessment to improve and strengthen work-in-progress; select samples of own work that meet identified criteria.

**Grade 7****Performance Indicator:**

Uses a rubric to evaluate the quality of own work.

**Grade 8****Performance Indicator:**

Differentiates between rules of conduct and responsibility to self and others.

**Benchmark 5:**

**PERSONAL QUALITIES:** Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7****Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8****Performance Indicator:**

Makes moral and ethical choices:

analyzes the effects (+ and -) of one's own behavior and actions on self and others;  
takes responsibility for own actions and their consequences;  
describes consequences of immoral and unethical courses of action.

**Benchmark 6:**

**PERSONAL QUALITIES:** Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action.

**Grade 7****Performance Indicator:**

Evaluates possible actions to determine whether or not they are ethical or moral, and selects appropriate actions.

**Grade 8****Performance Indicator:**

Gathers data to document personal resources:

analyzes resources in relation to personal objectives; forecasts additional resource needs; and prepares plans to reach objectives including budget, use of time, materials, and natural resources.

Implements a resource management plan:

checks progress toward objectives; makes adjustments as needed; and evaluates the plan's effectiveness by comparing uses of resources and achievement of objectives.

**Benchmark 7:**

MANAGING RESOURCES: Prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

**Grade 7****Performance Indicator:**

Demonstrates responsibility in a group project by:  
preparing budgets, making forecasts, keeping records, and making adjustment to meet objectives

**Grade 8****Performance Indicator:**

Works effectively with people unlike oneself;  
accepts differences among people as beneficial to the group;  
demonstrates tolerance of ideas; compromises for the good of all;  
displays skill of interrupting appropriately; listens and responds to ideas of others without judgment based on their differences; and recognizes and avoids stereotyping.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 9:**

MANAGING INFORMATION: Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8**

**Performance Indicator:**

Determines whether information from various sources is reliable; checks accuracy; identifies people or organizations behind the information (business, government, research group, news agency, etc.);

**Benchmark 10:**

**MANAGING INFORMATION:** Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7**

**Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8**

**Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

**LEADERSHIP AND MANAGEMENT:** Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7**

**Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8**

**Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity:

identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

## ***The Real Game***

<b>Unit Two: Quality of Life</b>
<b>Session Five: Spin It Again</b>
<b>Summary:</b> The Spin Game is played again to help students review the material covered in the first two units.
<b>Learning Objectives:</b> <ol style="list-style-type: none"><li>1. Students will be able to use terminology and apply fundamental concepts related to the world of work and the career-building process.</li><li>2. Students will be able to use the new vocabulary relating to the world of work.</li><li>3. Students will be able to recognize the links between their school subjects and the world of work.</li></ol>
<b>Activities:</b> <ol style="list-style-type: none"><li>1. Play the Spin Game.</li></ol>

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.



**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 5:**

PERSONAL QUALITIES: Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7**

**Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8**

**Performance Indicator:**

Takes responsibility for own actions and their consequences;

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7**

**Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7**

**Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8**

**Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity:  
demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

## *The Real Game*

### **Unit Three: Changes and Choices**

#### **Session One: Fair Play**

##### **Summary:**

Students complete written and discussion exercises to explore their attitudes and preconceptions about gender stereotypes. They all sign a gender equity proclamation for their classroom.

##### **Learning Objectives:**

1. Students will be able to identify the changing domestic and work roles of men and women.
2. Students will be able to demonstrate their knowledge of the progress that working women have made in recent decades.
3. Students will be able to use the following vocabulary words:  
discrimination      non-traditional work role  
equity                sex-role stereotyping  
gender                sexual harassment

##### **Activities:**

1. Complete the Men's Work or Woman's Work worksheet.
2. Discuss responses, and arrive at a consensus.
3. Complete the Reflecting on Gender Facts, and discuss the contents.
4. Discuss the content of the Gender Equity Facts & Figures handout.
5. Complete the Gender Equity Proclamation.

## **Hawaii Career and Life Skills Standards**

**Standard 1: TECHNOLOGICAL LITERACY**—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.

##### **Benchmark 3:**

**USE OF TECHNOLOGY:** Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

**Grade 7****Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.

**Grade 8****Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

SELF-AWARENESS: Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Researches a career area of interest:  
uses multiple sources to ensure a full picture of the career area (print and technology resources, personal contact); gathers basic information about salary, educational and skill requirements, and the work environment;

**Benchmark 4:**

CAREER EXPLORATION: Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?).

**Grade 8****Performance Indicator:**

Describes stereotypes, biases, and discriminatory behaviors that have limited opportunities for men and women in certain occupations.

Describes how stereotyping can lead to career and workplace bias and discrimination.

Identifies and analyzes information (i.e., laws, regulations, policies) about equal opportunity employment.

**Benchmark 5:**

CAREER EXPLORATION: Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men, different ethnic groups, and the disabled, in certain occupations.

**Grade 7****Performance Indicator:**

Gives specific examples of stereotypes that are used to describe groups of people whose attitudes, social values, and behaviors differ from his/her own.

**Grade 8****Performance Indicator:**

Sets career and life goals by identifying and comparing personal strengths and limitations with requisites for a career of interest.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7****Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Evaluates how personal-social values affect one's personality and relationship with others.

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8**

**Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 4:**

STRUCTURE OF ORGANIZATIONS: Analyze the relationship between organizational pressures and human values.

**Grade 7**

**Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8**

**Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7**

**Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.



**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity; identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

**Benchmark 2:**

Analyze the principles of human growth and development across the life span.

**Grade 8****Performance Indicator:**

Compares and contrasts own and others' growth and development to identify patterns and range of time over which some changes occur.

Makes generalizations about major patterns of human growth and development over a lifetime.

## *The Real Game*

### **Unit Three: Changes and Choices**

#### **Session Two: Think Again!**

##### **Summary:**

Students make comparisons that help them determine what they like and don't like about their occupations. They then identify other occupations and work styles which might suit them better.

##### **Learning Objectives:**

1. Students will be able to explore the relationship between personality and satisfaction in a work role.
2. Students will be able to analyze the pros and cons of a variety of jobs.
3. Students will be able to demonstrate their knowledge of the guiding principle "Follow Your Heart."
4. Students will be able to use the following vocabulary words:  
job satisfaction      work environment

##### **Activities:**

1. Complete Step 1 of the Think Again! worksheet, listing characteristics of the job role.
2. Complete Step 2 of the Think Again! worksheet, listing characteristics of an ideal job.
3. Complete Step 3 of the Think Again! worksheet, listing five potential occupations.
4. Investigate the characteristics of the five potential occupations.
5. Complete the revised list of potential occupations that fit the ideal job characteristics.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Researches a career area of interest:  
uses multiple sources to ensure a full picture of the career area (print and technology resources, personal contact); gathers basic information about salary, educational and skill requirements, and the work environment.

**Benchmark 3:**

CAREER EXPLORATION: Research selected career areas to locate, understand, and use career information, such as salary, educational and skill requirements, growth potential, and workplace environment

**Grade 7****Performance Indicator:**

Demonstrates skills in using school and community resources to learn about occupational groups.

**Grade 8****Performance Indicator:**

Explains how people apply the concept of lifelong learning to work.

**Benchmark 6:**

CAREER/LIFE PLANNING: Set personal and learning goals related to career and life interests.

**Grade 7****Performance Indicator:**

Reviews career information (requirements, work conditions, salary, access/availability, etc.) and reassesses career goals based on personal achievement and strengths.

**Standard 3: SKILLS FOR LIFE AND WORK—** Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

**Benchmark 1:**

**THINKING AND REASONING:** Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

**THINKING AND REASONING:** Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

**THINKING AND REASONING:** Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7**

**Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Grade 8****Performance Indicator:**

Selects evidence that:  
justifies the accuracy of self-assessment and uses self-assessment results to  
identify areas for improvement.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different  
ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a  
technical nature.

Demonstrates personal strategies for conducting investigations or searches for  
information, including those of a technical nature, to accomplish a specific task.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various  
information sources needed to accomplish a specific task, acquire a product, or select a  
service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

## *The Real Game*

### **Unit Three: Changes and Choices**

#### **Session Three: The Pink Slip**

##### **Summary:**

A number of students lose jobs. With their groups, the students explore why this happened and examine their options for dealing with it. Students prepare individual resumés to apply for new jobs.

##### **Learning Objectives:**

1. Students will be able to explore their feelings when they discover that job loss can affect anyone at any time.
2. Students will be able to learn the various causes of job loss.
3. Students will be able to identify coping strategies and tools to deal with job loss.
4. Students will be able to demonstrate decision-making, communication, and teamwork skills.
5. Students will be able to use the following new vocabulary words:

downsizing	relocation
economic recession	resource depletion
layoff	retraining
networking	resumé
pink slip	

##### **Activities:**

1. Discuss reasons for job loss.
2. Discuss the information on the Oh No! handout and on the What Do I Do Now? Handout.
3. Create a master list of the implications and possibilities raised by job loss and the action that can be taken.
4. Create a resumé for the unemployed member.
5. Create an event poster, describing what happened, why, and the group's response.
6. Complete individual resumés.

# Hawaii Career and Life Skills Standards

**Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.**

**Benchmark 3:**

USE OF TECHNOLOGY: Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

**Grade 7**

**Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.

**Grade 8**

**Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

SELF-AWARENESS: Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Standard 3: SKILLS FOR LIFE AND WORK—** Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

**Benchmark 1:**

**THINKING AND REASONING:** Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

**THINKING AND REASONING:** Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

**THINKING AND REASONING:** Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7**

**Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning



**Grade 8****Performance Indicator:**

Selects evidence that:  
justifies the accuracy of self-assessment and uses self-assessment results to identify areas for improvement.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 9:**

MANAGING INFORMATION: Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8****Performance Indicator:**

Determines whether information from various sources is reliable:  
checks accuracy; identifies people or organizations behind the information (business, government, research group, news agency, etc.); examines the point of view of the author(s); and looks for the same information in other sources.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7**

**Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8**

**Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7**

**Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8**

**Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7**

**Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

## *The Real Game*

### **Unit Three: Changes and Choices**

#### **Session Four: Disaster Strikes**

##### **Summary:**

Everyone in the town loses his or her job and comes up with community responses to the disaster situation.

##### **Learning Objectives:**

1. Students will be able to identify specific economically, challenging events that have occurred regionally and/or globally.
2. Students will be able to demonstrate their understanding that well-planned careers can be derailed by unforeseen events.
3. Students will be able to demonstrate their knowledge of coping with dire events.
4. Students will be able to identify a variety of responses to economically, challenging events and job loss.

##### **Activities:**

1. Discuss the disaster that has affected the town.
2. Create a list of possible responses to the disaster.
3. Discuss the potential responses.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Researches a career area of interest:  
uses multiple sources to ensure a full picture of the career area (print and technology resources, personal contact); gathers basic information about salary, educational and skill requirements, and the work environment; and describes potential for advancement beyond entry level.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7****Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Grade 8****Performance Indicator:**

Selects evidence that:

justifies the accuracy of self-assessment and uses self-assessment results to identify areas for improvement.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Evaluates how personal-social values affect one's personality and relationship with others.

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 9:**

**MANAGING INFORMATION:** Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7**

**Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8**

**Performance Indicator:**

Determines whether information from various sources is reliable; checks accuracy; identifies people or organizations behind the information (business, government, research group, news agency, etc.);

**Benchmark 11:**

**NATURE AND OPERATION OF SYSTEMS:** Explain how a system can include processes as well as components.

**Grade 7**

**Performance Indicator:**

Explains the components of a system and the role each plays.

**Grade 8**

**Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

**LEADERSHIP AND MANAGEMENT:** Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7**

**Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8****Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Benchmark 4:**

STRUCTURE OF ORGANIZATIONS: Analyze the relationship between organizational pressures and human values.

**Grade 7****Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8****Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and



respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

**Benchmark 4:**

Analyze the interaction between the natural and built environments and individuals and families in communities (e.g., does a building or open space have a psychological effect on people?).

**Grade 7**

**Performance Indicator:**

Identifies and describes how the natural and designed environment of various places affect people's lifestyles—work, dress, foods, use of time, etc.

**Grade 8**

**Performance Indicator:**

Analyzes desirable conditions in both natural and designed environments and describes how they contribute to human development.

## *The Real Game*

## Unit Three: Changes and Choices

## Session Five: Transitions

<b>Summary:</b> Students explore the concept of transition and use their transferable skills to find and secure new work.
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<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to identify and apply their personal and occupational</li> </ol>
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<p>transferable skills.</p> <ol style="list-style-type: none"> <li>Students will be able to apply teamwork and decision-making skills.</li> <li>Students will be able to demonstrate their understanding of the importance of a positive attitude in coping with unexpected events.</li> <li>Students will be able to use the following vocabulary words:  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>bid</span> <span>transition</span> </div> </li> </ol>
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|--|
| <p><b>Activities:</b></p> <ol style="list-style-type: none"><li>1. Discuss the concept of transition.</li><li>2. Identify the transferable skills from the resumé.</li><li>3. Review the job positions available on the Work project posters.</li><li>4. Determine jobs that match individual qualifications, and state reasons for the match.</li></ol> |
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- ## Hawaii Career and Life Skills Standards

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge,**

**Benchmark 1:**  
SELF-AWARENESS: Describe the importance and impact of positive attitudes toward

work and learning.

**Grade 7**  
**Performance Indicator:**  
Demonstrate an understanding of the relationship between the area of a square and the area of a circle.

Demonstrates appropriate work habits and performs work that meets standards.

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Unit III Session 5 1

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Researches a career area of interest:  
uses multiple sources to ensure a full picture of the career area (print and technology resources, personal contact); gathers basic information about salary, educational and skill requirements, and the work environment; and describes potential for advancement beyond entry level.

**Benchmark 3:**

CAREER EXPLORATION: Research selected career areas to locate, understand, and use career information, such as salary, educational and skill requirements, growth potential, and workplace environment

**Grade 7**

**Performance Indicator:**

Demonstrates skills in using school and community resources to learn about occupational groups.

**Grade 8**

**Performance Indicator:**

Explains how people apply the concept of lifelong learning to work.

**Benchmark 4:**

CAREER EXPLORATION: Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?).

**Grade 7**

**Performance Indicator:**

Describes how continued learning enhances the ability to achieve career/work goals.

**Grade 8****Performance Indicator:**

Describes stereotypes, biases, and discriminatory behaviors that have limited opportunities for men and women in certain occupations.

Describes how stereotyping can lead to career and workplace bias and discrimination.

Identifies and analyzes information (i.e., laws, regulations, policies) about equal opportunity employment.

**Benchmark 6:**

CAREER/LIFE PLANNING: Set personal and learning goals related to career and life interests.

**Grade 7****Performance Indicator:**

Reviews career information (requirements, work conditions, salary, access/availability, etc.) and reassesses career goals based on personal achievement and strengths.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 6:**

PERSONAL QUALITIES: Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action.

**Grade 7****Performance Indicator:**

Evaluates possible actions to determine whether or not they are ethical or moral, and selects appropriate actions.

**Grade 8****Performance Indicator:**

Gathers data to document personal resources:  
analyzes resources in relation to personal objectives; forecasts additional resource needs; and prepares plans to reach objectives including budget, use of time, materials, and natural resources.

Implements a resource management plan:  
checks progress toward objectives; makes adjustments as needed; and evaluates the plan's effectiveness by comparing uses of resources and achievement of objectives.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 9:**

MANAGING INFORMATION: Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8****Performance Indicator:**

Determines whether information from various sources is reliable; checks accuracy; identifies people or organizations behind the information (business, government, research group, news agency, etc.); examines the point of view of the author(s); and looks for the same information in other sources.

**Benchmark 11:**

NATURE AND OPERATION OF SYSTEMS: Explain how a system can include processes as well as components.

**Grade 7****Performance Indicator:**

Explains the components of a system and the role each plays.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7****Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8****Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

## *The Real Game*

### **Unit Four: The Personal Journey**

#### **Session One: The Big Picture**

##### **Summary:**

Students create a graphic representation of their lives, projecting into the future. This exercise illustrates and reinforces the concept that a career comprises the sum total of events in a person's life.

##### **Learning Objectives:**

1. Students will be able to look ahead at their futures.
2. Students will be able to demonstrate their understanding of how education, work, and family fit into the journey of life.

##### **Activities:**

1. Complete the Circle of Life or the Time Line worksheet, noting potential future family, work, and education events.

## **Hawaii Career and Life Skills Standards**

**Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.**

##### **Benchmark 3:**

USE OF TECHNOLOGY: Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

##### **Grade 7**

##### **Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.



**Grade 8**

**Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

SELF-AWARENESS: Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings

**Grade 7**

**Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Grade 8**

**Performance Indicator:**

Selects evidence that:

justifies the accuracy of self-assessment and uses self-assessment results to identify areas for improvement.

**Benchmark 6:**

PERSONAL QUALITIES: Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action.

**Grade 7**

**Performance Indicator:**

Evaluates possible actions to determine whether or not they are ethical or moral, and selects appropriate actions.

**Grade 8****Performance Indicator:**

Gathers data to document personal resources;  
analyzes resources in relation to personal objectives; forecasts additional resource needs; and prepares plans to reach objectives including budget, use of time, materials, and natural resources.

Implements a resource management plan:  
checks progress toward objectives; makes adjustments as needed; and evaluates the plan's effectiveness by comparing uses of resources and achievement of objectives.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 4:**

**STRUCTURE OF ORGANIZATIONS:** Analyze the relationship between organizational pressures and human values.

**Grade 7****Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8****Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

**Benchmark 2:**

Analyze the principles of human growth and development across the life span.

**Grade 7****Performance Indicator:**

Describes the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Describes the unique characteristics of major stages of growth and development (e.g., infancy, pre-adolescence, adolescence, adulthood, old age).

**Grade 8****Performance Indicator:**

Compares and contrasts own and others' growth and development to identify patterns and range of time over which some changes occur.

Makes generalizations about major patterns of human growth and development over a lifetime.

## ***The Real Game***

### **Unit Four: The Personal Journey**

#### **Session Two: Follow Your Heart**

##### **Summary:**

Students complete their ideal job profile, using the Think Again! Worksheet, group discussion, and research.

##### **Learning Objectives:**

1. Students will be able to demonstrate how decision making links to career planning.
2. Students will be able to demonstrate the process of career planning.
3. Students will be able to describe the relationship of personal attitudes, and likes and dislikes to occupations.
4. Students will be able to demonstrate skills in using resources to learn about occupations.
5. Students will be able to demonstrate research and creative writing skills.

##### **Activities:**

1. Review the Think Again! worksheet to determine if the job characteristics and potential occupations.
2. Discuss the factors of personal choice and job satisfaction in choosing an occupation.
3. Discuss The High Five principle “Follow Your Heart” and potential occupations.
4. Choose one potential occupation and research information about that occupation.
5. Complete the My Ideal Job Profile.
6. Complete “A Day in the Life of...” for the potential ideal job.
7. Read the newly created job profiles to the class.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Researches a career area of interest:  
uses multiple sources to ensure a full picture of the career area (print and technology resources, personal contact); gathers basic information about salary, educational and skill requirements, and the work environment; and describes potential for advancement beyond entry level.

**Benchmark 3:**

CAREER EXPLORATION: Research selected career areas to locate, understand, and use career information, such as salary, educational and skill requirements, growth potential, and workplace environment

**Grade 7****Performance Indicator:**

Demonstrates skills in using school and community resources to learn about occupational groups.

**Grade 8****Performance Indicator:**

Explains how people apply the concept of lifelong learning to work.

**Benchmark 4:**

CAREER EXPLORATION: Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?).

**Grade 7****Performance Indicator:**

Describes how continued learning enhances the ability to achieve career/work goals.

**Benchmark 6:**

CAREER/LIFE PLANNING: Set personal and learning goals related to career and life interests.

**Grade 7****Performance Indicator:**

Reviews career information (requirements, work conditions, salary, access/availability, etc.) and reassesses career goals based on personal achievement and strengths.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.



**Benchmark 5:**

PERSONAL QUALITIES: Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7****Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8****Performance Indicator:**

Makes moral and ethical choices:  
takes responsibility for own actions and their consequences;

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

## *The Real Game*

### **Unit Four: The Personal Journey**

#### **Session Three: Career Day**

##### **Summary:**

Adults from outside the school talk about their careers and answer questions from the class, allowing students to explore how what they have learned and experienced in their classroom society relates to real people in the world of work.

##### **Learning Objectives:**

1. Students will be able to gain knowledge about the world of work.
2. Students will be able to compare what they have learned in *The Real Game* with experienced of people in the work world.
3. Students will be able to reflect on their learning.

##### **Activities:**

1. Listen to and ask questions of guest speakers.
2. Discuss the contents of *The Real Game* program with the guest speakers.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

##### **Grade 8**

##### **Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7****Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8****Performance Indicator:**

Researches a career area of interest:  
uses multiple sources to ensure a full picture of the career area (print and technology resources, personal contact); gathers basic information about salary, educational and skill requirements, and the work environment; and describes potential for advancement beyond entry level.

**Benchmark 3:**

CAREER EXPLORATION: Research selected career areas to locate, understand, and use career information, such as salary, educational and skill requirements, growth potential, and workplace environment

**Grade 7****Performance Indicator:**

Demonstrates skills in using school and community resources to learn about occupational groups.

**Grade 8****Performance Indicator:**

Explains how people apply the concept of lifelong learning to work.

**Benchmark 4:**

CAREER EXPLORATION: Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?).

**Grade 7****Performance Indicator:**

Describes how continued learning enhances the ability to achieve career/work goals.

**Grade 8****Performance Indicator:**

Describes stereotypes, biases, and discriminatory behaviors that have limited opportunities for men and women in certain occupations.

Describes how stereotyping can lead to career and workplace bias and discrimination.

Identifies and analyzes information (i.e., laws, regulations, policies) about equal opportunity employment.

**Benchmark 6:**

CAREER/LIFE PLANNING: Set personal and learning goals related to career and life interests.

**Grade 7**

**Performance Indicator:**

Reviews career information (requirements, work conditions, salary, access/availability, etc.) and reassesses career goals based on personal achievement and strengths.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 9:**

**MANAGING INFORMATION:** Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 4:**

**STRUCTURE OF ORGANIZATIONS:** Analyze the relationship between organizational pressures and human values.

**Grade 7****Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8****Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

**Benchmark 2:**

Analyze the principles of human growth and development across the life span.

**Grade 7****Performance Indicator:**

Describes the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Describes the unique characteristics of major stages of growth and development (e.g., infancy, pre-adolescence, adolescence, adulthood, old age).

**Grade 8****Performance Indicator:**

Compares and contrasts own and others' growth and development to identify patterns and range of time over which some changes occur.

Makes generalizations about major patterns of human growth and development over a lifetime.

**Benchmark 4:**

Analyze the interaction between the natural and built environments and individuals and families in communities (e.g., does a building or open space have a psychological effect on people?).

**Grade 7****Performance Indicator:**

Identifies and describes how the natural and designed environment of various places affect people's lifestyles—work, dress, foods, use of time, etc.

**Grade 8****Performance Indicator:**

Analyzes desirable conditions in both natural and designed environments and describes how they contribute to human development.

## ***The Real Game***

### **Unit Four: The Personal Journey**

#### **Session Four: The Final Spin**

##### **Summary:**

Students complete the What I Know About the World of Work survey and play The Spin Game a final time.

##### **Learning Objectives:**

1. Students will be able to see the progress in their understanding of the world of work.
2. Students will be able to use terminology and apply fundamental concepts related to the world of work and the career planning process.
3. Students will be able to recognize the links between their school subjects and the world of work.

##### **Activities:**

1. Complete the What I Know About the World of Work survey.
2. Compare the answers of the first survey to the second survey.
3. Play the Spin Game.
4. Determine the winning group for the Spin Game.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.



**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.

**Grade 7**

**Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8**

**Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 5:**

PERSONAL QUALITIES: Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7**

**Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8**

**Performance Indicator:**

Takes responsibility for own actions and their consequences;

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7**

**Performance Indicator:**

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7**

**Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8**

**Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7**

**Performance Indicator:**

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Shows basic understanding of the concept of diversity: demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

## *The Real Game*

### **Unit Four: The Personal Journey**

#### **Session Five: Wrap-Up**

##### **Summary:**

Students review and demonstrate the results of their career exploration journey through *The Real Game* program for an audience of parents, invited guests, and school staff. Students receive Certificates of Completion from the program.

##### **Learning Objectives:**

1. Students will be able to demonstrate their understanding of the main concepts of The Real Game including:
  - job, occupation, career
  - The High Five principles
  - the connection between school subjects and the world of work
  - the relationship between personality, interests, and job satisfaction
2. Students will be able to use vocabulary pertaining to the world of work.

##### **Activities:**

1. Discuss *The Real Game* program with the guests.
2. Receive the Certificates of Completion.

## **Hawaii Career and Life Skills Standards**

**Standard 2: CAREER AND LIFE PLANNING**—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

##### **Benchmark 1:**

**SELF-AWARENESS:** Describe the importance and impact of positive attitudes toward work and learning.

##### **Grade 7**

##### **Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Benchmark 3:**

CAREER EXPLORATION: Research selected career areas to locate, understand, and use career information, such as salary, educational and skill requirements, growth potential, and workplace environment

**Grade 7**

**Performance Indicator:**

Demonstrates skills in using school and community resources to learn about occupational groups.

**Grade 8**

**Performance Indicator:**

Explains how people apply the concept of lifelong learning to work.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7**

**Performance Indicator:**

Compares past experiences with current situation.

**Grade 8**

**Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 5:**

**PERSONAL QUALITIES:** Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7****Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8****Performance Indicator:**

Makes moral and ethical choices:  
takes responsibility for own actions and their consequences;

**Benchmark 8:**

**INTERPERSONAL SKILLS:** Work effectively with the opposite gender and different ethnic groups.

**Grade 7****Performance Indicator:**

Evaluates how personal-social values affect one's personality and relationship with others.

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8****Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 10:**

**MANAGING INFORMATION:** Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Benchmark 11:**

**NATURE AND OPERATION OF SYSTEMS:** Explain how a system can include processes as well as components.

**Grade 7****Performance Indicator:**

Explains the components of a system and the role each plays.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 2:**

**LEADERSHIP AND MANAGEMENT:** Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7****Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8****Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Benchmark 4:**

**STRUCTURE OF ORGANIZATIONS:** Analyze the relationship between organizational pressures and human values.

**Grade 7****Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8****Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7**

**Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8**

**Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

**Benchmark 4:**

Analyze the interaction between the natural and built environments and individuals and families in communities (e.g., does a building or open space have a psychological effect on people?).

**Grade 7**

**Performance Indicator:**

Identifies and describes how the natural and designed environment of various places affect people's lifestyles—work, dress, foods, use of time, etc.

**Grade 8**

**Performance Indicator:**

Analyzes desirable conditions in both natural and designed environments and describes how they contribute to human development.



## *The Real Game*

[illegible]

## *The Real Game*

[illegible]

## *The Real Game*

[illegible]

## **Career and Life Skills**

### **7-8**

**Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.**

**Benchmark 1:**

**NATURE OF TECHNOLOGY:** Assess positive and negative impacts of technologies on societies throughout history.

**Grade 7**

**Performance Indicator:**

Compares and contrasts two technological solutions (current or historical) to a social or environmental problem in terms of: cost in development, effectiveness in solving the problem, secondary effects of the solution, advantages and disadvantages

**Grade 8**

**Performance Indicator:**

Selects an issue (e.g., political, economic, environmental) and analyzes, compares, and evaluates the positive and negative effects of technology on it.

Cites examples of how technology has impacted this issue throughout history.

**Benchmark 2:**

**USE OF TECHNOLOGY:** Analyze the technological knowledge and skills required in selected career areas.

**Grade 7**

**Performance Indicator:**

Reports on the technological knowledge and training or education requirements in one career pathway occupation.

**Grade 8**

**Performance Indicator:**

Documents the technological knowledge requirements in two career pathway occupations.

**Benchmark 3:**

USE OF TECHNOLOGY: Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems.

**Grade 7****Performance Indicator:**

Uses information provided in manuals, protocols, or by experienced people to understand how things work.

Uses a computer and calculator in various applications.

**Grade 8****Performance Indicator:**

Selects the appropriate tool/equipment and demonstrates and explains its proper use to solve a real-world problem.

**Benchmark 4:**

DESIGN: Use science, mathematics, creativity, logic, and originality to invent or improve a technology.

**Grade 7****Performance Indicator:**

The student:

Creates a simple invention or improvement to an existing technology and describes:

steps taken in the creation process materials selected and used adequacy of the result in meeting the design purpose modifications that would be needed

**Grade 8****Performance Indicator:**

Draws upon knowledge and skills in other areas in designing and creating a new technology or improving an existing technology.

Develops criteria and evaluates the effectiveness of the design.

Analyzes real-world problems that technology might solve and the resources that might be needed.

**Benchmark 5:**

Demonstrate the ways that multiple resources are used to develop new technologies. These may include: people, information, tools and machines, techniques, materials, energy, capital, and time.

**Grade 7**

**Performance Indicator:**

Describes the effects of positive attitudes to learning and work.

**Grade 8**

**Performance Indicator:**

Describes positive and negative attitudes and how they affect the quality of work.

**Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.**

**Benchmark 1:**

SELF-AWARENESS: Describe the importance and impact of positive attitudes toward work and learning.

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Demonstrates good workplace traits and ethics consistently.

**Benchmark 2:**

SELF-AWARENESS: Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others).

**Grade 7**

**Performance Indicator:**

Demonstrates appropriate work habits and performs work that meets standards.

**Grade 8**

**Performance Indicator:**

Researches a career area of interest:  
uses multiple sources to ensure a full picture of the career area (print and technology resources, personal contact); gathers basic information about salary, educational and skill requirements, and the work environment; and describes potential for advancement beyond entry level.

**Benchmark 3:**

CAREER EXPLORATION: Research selected career areas to locate, understand, and use career information, such as salary, educational and skill requirements, growth potential, and workplace environment

**Grade 7****Performance Indicator:**

Demonstrates skills in using school and community resources to learn about occupational groups.

**Grade 8****Performance Indicator:**

Explains how people apply the concept of lifelong learning to work.

**Benchmark 4:**

CAREER EXPLORATION: Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?).

**Grade 7****Performance Indicator:**

Describes how continued learning enhances the ability to achieve career/work goals.

**Grade 8****Performance Indicator:**

Describes stereotypes, biases, and discriminatory behaviors that have limited opportunities for men and women in certain occupations.

Describes how stereotyping can lead to career and workplace bias and discrimination.

Identifies and analyzes information (i.e., laws, regulations, policies) about equal opportunity employment.

**Benchmark 5:**

CAREER EXPLORATION: Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men, different ethnic groups, and the disabled, in certain occupations.

**Grade 7****Performance Indicator:**

Gives specific examples of stereotypes that are used to describe groups of people whose attitudes, social values, and behaviors differ from his/her own.

**Grade 8****Performance Indicator:**

Sets career and life goals by identifying and comparing personal strengths and limitations with requisites for a career of interest.

**Benchmark 6:**

CAREER/LIFE PLANNING: Set personal and learning goals related to career and life interests.

**Grade 7****Performance Indicator:**

Reviews career information (requirements, work conditions, salary, access/availability, etc.) and reassesses career goals based on personal achievement and strengths.

**Grade 8****Performance Indicator:**

Designs and develops a detailed four-year plan (e.g., written plan, portfolio, CD, website) that includes:  
career and life goal statements actions and experiences that will lead toward goals (i.e., education, volunteer work, part-time employment) types of evidence that will be collected to document progress toward and achievement of goals.

**Benchmark 7:**

CAREER/LIFE PLANNING: Develop a preliminary four-to-eight year education and career plan that incorporates personal interests and career requirements.

**Grade 7****Performance Indicator:**

Develops or revises educational plan for the remainder of middle grades and high school.

**Grade 8****Performance Indicator:**

Produces clear, relevant, logical, and significant evidence to support own views, decisions, choices, conclusions, and recommendations for action.

**Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.**

**Benchmark 1:**

THINKING AND REASONING: Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought.



**Grade 7****Performance Indicator:**

Draws conclusions based on both prior knowledge and information received/retrieved.

Evaluates and presents the pros and cons of possible decisions, choices, conclusions, and/or recommendations.

**Grade 8****Performance Indicator:**

Compares new situations with previous experience.

**Benchmark 2:**

THINKING AND REASONING: Compare analogous situations, thereby transferring insights to new contexts.

**Grade 7****Performance Indicator:**

Compares past experiences with current situation.

**Grade 8****Performance Indicator:**

Examines and evaluates the reasoning behind different accounts of the same event.

Identifies points of view with little or no credibility and tells why.

**Benchmark 3:**

THINKING AND REASONING: Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings.

**Grade 7****Performance Indicator:**

Evaluates information and assesses validity.

Detects fallacies in reasoning

**Grade 8****Performance Indicator:**

Selects evidence that:

justifies the accuracy of self-assessment and uses self-assessment results to identify areas for improvement.

**Benchmark 4:**

PERSONAL QUALITIES: Use self-assessment to improve and strengthen work-in-progress; select samples of own work that meet identified criteria.

**Grade 7****Performance Indicator:**

Describes improvements needed in personal study and work habits, applies self in improvement activities, and assesses progress.

Uses a rubric to evaluate the quality of own work.

**Grade 8****Performance Indicator:**

Differentiates between rules of conduct and responsibility to self and others.

**Benchmark 5:**

PERSONAL QUALITIES: Explain the difference between rules of conduct and one's responsibility to self and others.

**Grade 7****Performance Indicator:**

Recognizes that he/she is responsible for own choices and actions.

**Grade 8****Performance Indicator:**

Makes moral and ethical choices:

analyzes the effects (+ and -) of one's own behavior and actions on self and others;

takes responsibility for own actions and their consequences;

describes consequences of immoral and unethical courses of action.

**Benchmark 6:**

PERSONAL QUALITIES: Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action.

**Grade 7****Performance Indicator:**

Evaluates possible actions to determine whether or not they are ethical or moral, and selects appropriate actions.

**Grade 8****Performance Indicator:**

Gathers data to document personal resources:

analyzes resources in relation to personal objectives; forecasts additional resource needs; and prepares plans to reach objectives including budget, use of time, materials, and natural resources.

Implements a resource management plan:  
checks progress toward objectives; makes adjustments as needed; and evaluates the plan's effectiveness by comparing uses of resources and achievement of objectives.

**Benchmark 7:**

MANAGING RESOURCES: Prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

**Grade 7**

**Performance Indicator:**

Demonstrates responsibility in a group project by:  
preparing budgets, making forecasts, keeping records, and making adjustment to meet objectives .

**Grade 8**

**Performance Indicator:**

Works effectively with people unlike oneself:  
accepts differences among people as beneficial to the group;  
demonstrates tolerance of ideas; compromises for the good of all;  
displays skill of interrupting appropriately; listens and responds to ideas of others without judgment based on their differences; and recognizes and avoids stereotyping.

**Benchmark 8:**

INTERPERSONAL SKILLS: Work effectively with the opposite gender and different ethnic groups.

**Grade 7**

**Performance Indicator:**

Evaluates how personal-social values affect one's personality and relationship with others.

Demonstrates and values cooperation and interdependence in a team effort.

Demonstrates tolerance and flexibility in interpersonal and group situations.

**Grade 8**

**Performance Indicator:**

Locates pertinent information from various resources, including those of a technical nature.

Demonstrates personal strategies for conducting investigations or searches for information, including those of a technical nature, to accomplish a specific task.

**Benchmark 9:**

MANAGING INFORMATION: Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile).

**Grade 7****Performance Indicator:**

Identifies, locates, and uses specialized reference materials and community resources to accomplish a specific task.

**Grade 8****Performance Indicator:**

Determines whether information from various sources is reliable: checks accuracy; identifies people or organizations behind the information (business, government, research group, news agency, etc.); examines the point of view of the author(s); and looks for the same information in other sources.

**Benchmark 10:**

MANAGING INFORMATION: Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider.

**Grade 7****Performance Indicator:**

Generates interpretive and critical questions about the information gathered.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Benchmark 11:**

NATURE AND OPERATION OF SYSTEMS: Explain how a system can include processes as well as components.

**Grade 7****Performance Indicator:**

Explains the components of a system and the role each plays.

**Grade 8****Performance Indicator:**

Draws, interprets, and explains a system/logic flow chart.

**Benchmark 12:**

NATURE AND OPERATION OF SYSTEMS: Explain the role of feedback in systems

**Grade 7****Performance Indicator:**

Discusses pros and cons of a system.

**Grade 8****Performance Indicator:**

Evaluates what is working and not working in a system and recommends ways of improving that system.

**Benchmark 13:**

**NATURE AND OPERATION OF SYSTEMS:** Identify the elements, structure, sequence, operation, and control of systems; assemble and disassemble systems to manage, control, and improve their performance.

**Grade 7****Performance Indicator:**

Compares a social/cultural system (e.g., Hawaiian land system--ahupua'a) with a technological system (e.g., hydroelectric dam) and reports on findings, such as: purposes/functions, input/output, parts, components, subsystems, and human element

**Grade 8****Performance Indicator:**

Analyzes components and processes that make up a system and explains how they are dependent on other systems.

Builds, takes apart, and reassembles systems to improve their performance.

**Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.**

**Benchmark 1:**

**LEADERSHIP AND MANAGEMENT:** Describe and acknowledge different leadership styles; give examples of leaders with different leadership styles; and assess one's own leadership style.

**Grade 7****Performance Indicator:**

Describes characteristics of individuals considered to be leaders in different situations.

In a school activity, in the community, in government, and in history

Explains the causal relationship between one's behavior and how one is viewed by others.

**Grade 8**

**Performance Indicator:**

Researches and explains various leadership styles.

Analyzes and describes the contrasting leadership styles of leaders from different types of organizations.

Identifies and evaluates one's own leadership style.

**Benchmark 2:**

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity.

**Grade 7**

**Performance Indicator:**

Evaluates one's performance as the leader of an assigned class project.

**Grade 8**

**Performance Indicator:**

Demonstrates the ability to plan, organize, and execute an activity by: conferring with group on identifying essential tasks and how and who will complete each task overseeing completion of activity within an agreed upon time frame and assessing the outcome of the activity.

**Benchmark 3:**

STRUCTURE OF ORGANIZATIONS: Identify and define the major ways in which people organize themselves in a society.

**Grade 7**

**Performance Indicator:**

Describes types of organizations that people belong to and the purpose of each.

**Grade 8**

**Performance Indicator:**

Examines and describes the organizational structure of different groups and their common and unique features.

**Benchmark 4:**

STRUCTURE OF ORGANIZATIONS: Analyze the relationship between organizational pressures and human values.

**Grade 7****Performance Indicator:**

Compares and contrasts present organizational structures (e.g., family, government, and work) with ancient Hawaiian society.

**Grade 8****Performance Indicator:**

Describes how people with an organization are affected by changes (availability of resources, staffing, structure, needs, government, or decisions made).

**Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY**

**DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.**

**Benchmark 1:**

Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general.

**Grade 7****Performance Indicator:**

Identifies the major forces in the community that influenced the development of one's personal-social values.

Demonstrates tolerance and flexibility in interpersonal and group situations.

Describes the interrelationships among family, occupation, living conditions, and leisure decisions.

**Grade 8****Performance Indicator:**

Shows basic understanding of the concept of diversity: identifies multiple ways that members of any group differ from one another (age, gender, ethnicity, special needs, family structure, race, physical characteristics, learning styles, etc.); analyzes and illustrates differences in how diverse groups of people view the same event, issue, or decision; demonstrates awareness and respect for contributions of members of groups unlike oneself; and provides concrete examples of how people from different backgrounds or cultures benefit from working together.

**Benchmark 2:**

Analyze the principles of human growth and development across the life span.

**Grade 7****Performance Indicator:**

Describes the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Describes the unique characteristics of major stages of growth and development (e.g., infancy, pre-adolescence, adolescence, adulthood, old age).

**Grade 8****Performance Indicator:**

Compares and contrasts own and others' growth and development to identify patterns and range of time over which some changes occur.

Makes generalizations about major patterns of human growth and development over a lifetime.

**Benchmark 3:**

Analyze the physical and emotional factors related to beginning the parenting process.

**Grade 7****Performance Indicator:**

No appropriate grade level indicator.

**Grade 8****Performance Indicator:**

Researches and describes ideal/preferred physical and emotional conditions for becoming a parent, and explains how those conditions contribute to parent and child well-being.

Predicts consequences of beginning the parenting process when conditions are less than ideal (age, living situation, economics, etc.) and supports each prediction with clear and relevant information.

**Benchmark 4:**

Analyze the interaction between the natural and built environments and individuals and families in communities (e.g., does a building or open space have a psychological effect on people?).

**Grade 7****Performance Indicator:**

Identifies and describes how the natural and designed environment of various places affect people's lifestyles—work, dress, foods, use of time, etc.

**Grade 8****Performance Indicator:**

Analyzes desirable conditions in both natural and designed environments and describes how they contribute to human development.